OCT 4 1930

VOL. II. MAY, 1930 No. 5

Agricultural Education

A Tribute to the Unknown Teacher

I SING the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "King of Himself and Servant of Mankind."

—Henry Van Dyke.

The secret of success in life is for a man to be ready for his opportunity when it comes.—DISRAELI.

EDITORIAL COMMENT

AGRICULTURAL EDUCATION

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company, at Des Moines, Iowa.

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Subscription price, $1 per year, payable at the office of the Meredith Publishing Company, Des Moines, Iowa. Foreign subscriptions, $1.25. Subscriptions terminate January 1 or July 1. Single copies, 10 cents. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Entered as second-class matter, under Act of Congress, March 3, 1879, at the post office, Des Moines, Iowa.

LEADERSHIP AND ACTIVITY IN THE F. F. A.

THERE is no doubt but that the Future Farmers of America is an organization which, if properly directed, may become one of the greatest factors in agricultural betterment that this country has ever seen.

A possibility exists, however, that this will be just another of those sporadic movements which is born to flourish for a brief period only. Precautions must be taken to prevent such brevity of life.

There are two fundamental considerations which are of paramount importance to the growth and success of the F. F. A. Each is something of a corollary of the other, and both are absolutely essential.

Intelligent and unselfish leadership on the part of the vocational agriculture teacher and other persons engaged in agricultural education is one definite requirement. A sincere interest and a clear vision are essential to such leadership. We must set up our goals in no uncertain form and must carefully plan our procedures for their attainment.

Interesting and worthwhile activity by the boy members is the other basic requirement. Intelligent leadership must recognize this situation and provide for it. The conduct of F. F. A. affairs should be in the hands of the boys to the fullest possible extent. A local chapter should formulate an activity program which will be interesting, vital, and worthwhile. The chapter members may well be responsible for the recruiting of students, the promotion of evening school and part-time courses, the conduct of fairs and exhibits, the agricultural publicity in the press, the father-son banquets, the speaking contests, and many other desirable activities.

If the boys have something to do which they feel is worthy of their time and energy, they will take an active interest in developing and maintaining a local F. F. A. chapter. The only excuse for an organization is that there is something for such an organization to do. There is no excuse for an organization's continuance unless it does this thing. There will be little interest on the part of the members unless opportunity for participation is afforded them.

Boys would really rather have too much to do than not enough.

KEEP GROWING

TEACHERS of Vocational Agriculture have allied themselves with both a profession and an industry which are in a constant state of change.

If the teacher is to maintain or improve his position in his chosen work, he must keep in touch with advances made in education and in agriculture. There is no place for the "back number" teacher in modern agricultural education.

I have just been discussing this matter with one of our teachers. He suggested that the good teacher is so busy with the many immediate and often critical problems which confront him from day to day that he has no time for formal professional improvement. This *is* the situation in many cases, but it merely complicates our problem.

We must recognize that intelligent activity in vocational agriculture teaching may bring about the advancement of the teacher. He may become indispensable to his community and his salary may be raised; he may establish a reputation and be offered a better position. The danger lies in a narrowness of growth which restricts the possibility of advancement.

I feel, however, that the teacher who systematically attempts to improve himself has much more of a chance of getting ahead than otherwise. He will study his own strength and shortcomings, as a means of placing improvement emphasis where it is most needed. He will be constantly on the alert to develop his abilities to the limit.

Going to school is one of the best, tho by no means the only, method by which the agriculture teacher may keep up with the newer ideas and practices in education and agriculture. In regularly organized courses he will have an opportunity of studying the latest advances in these constantly changing fields. He will not only have contacts with specialists in many lines but will profit by an interchange of ideas with his fellow teachers. He will here have time to concentrate for a period on his own improvement.

Many teacher training institutions are now recognizing this need of the teacher for constant growth and are making special provisions for supplying it. In this issue of Agricultural Education will be found a discussion upon these summer schools for vocational agriculture teachers. Plan to attend one of these schools in order that you may keep abreast of progress and make yourself of maximum service to your community.

G. A. Schmidt

AGRICULTURAL Education takes pleasure in announcing to its readers that Professor G. A. Schmidt of the Colorado Agricultural College has accepted the special editorship for Supervised Practice.

Professor Schmidt has been teacher trainer for agricultural education in Colorado for the past eleven years. He has had a prominent part in the development of vocational education in agriculture under the Smith-Hughes Act.

Graduating from the University of Illinois, Professor Schmidt received a Master's degree from the University of Wisconsin. He has taught science and agriculture in the schools of Iowa and Illinois, and teacher training in a Wisconsin normal school. He owned and operated a farm for three years.

Professor Schmidt is well qualified to serve the magazine. He is one of the most prolific writers in the field of agricultural education. The following books are from his typewriter: *New Methods in Teaching Vocational Agriculture*; *Projects and the Project Method in Agricultural Education*; *Efficiency in Vocational Education in Agriculture*; *A Laboratory, Field, and Project Guide in Elementary Agriculture*. As a joint author he has to his credit *Teaching Farm Shop and Farm Mechanics*; *Practical Activities in Animal Husbandry*; *An Introduction to Agriculture*; *Methods in Teaching Evening and Part-Time Classes* (in press); *Practical Activities in Crop Production* (in press).

Contributions dealing with Supervised Practice should be sent direct to Professor Schmidt, Fort Collins, Colorado.

Getting the Story in Print

RUSSEL M. ADAMS, Teacher of Vocational Agriculture, Forest Grove, Oregon

THE news in an article is the entering wedge with the newspaper editor. The news element is also the essential part which causes it to be read by subscribers. If you write an article that contains so much news that people call at the newspaper office for extra copies and the editor's friends talk to him about it, other articles you write will be welcomed, or perhaps even asked for.

What is this element called "news"? Are murders and accidents and similar happenings the only real news? Can plain facts and figures be made news?

"News" is defined by Prof. C. J. McIntosh of O. S. C. as "anything *timely, interesting* and *out of the ordinary.*" If anything has just happened, or it has just become known that it happened, it has met the time requirement.

"Things, facts and events are interesting when they attract the attention of many persons, engage their consideration and excite or tend to excite their emotions.

Attention getting is the most important news quality." Especially is this true when the element attracting attention is one of public rather than individual interest and if it is of benefit to those concerned. There are three times when affairs of importance may have this quality, each of which justifies a news article. "1. An advance announcement; 2. a report of the work in progress; 3. a report of results."

To be out of the ordinary an article may tell of some unusual thing or of a usual thing done in an unusual way.

With this background we may now ask, what can an agricultural teacher write that can meet these qualifications? But a few of the happenings in a community are within his sphere and he is largely limited to the activities within his department. Before we answer this question perhaps another would be in order; namely, What is the reason for our writing at all? Haven't we enough to do without this additional burden?

Every Teacher Should Write

To my way of thinking there are two outstanding reasons why everyone of us should write. 1. Because by so doing we can disseminate beneficial information and thus render greater service to the agricultural community about us.

2. If people do not know about us and our work our field of work is limited and will not expand as it should, in service. Also, our departments will lack the prestige in the community that they deserve. We need the publicity.

If our purposes are now clearly defined, let us return to the question, What *have* we to write that is timely, interesting and out of the ordinary?

My experience teaches me that our strongest appeal will come thru articles that have to do with the solution of farm problems that are somewhat keenly felt by numbers of persons in the local community, at the time the article is published. A present problem is always timely. A realized problem, the successful solution of which means more money in the farmers' pockets, can be counted upon to attract attention. If the solutions offered are up to date and the product of authority, or, better still, group discussion, they are out of the ordinary. Here is where we get the appeal of our articles concerning Farmers' Evening Schools.

Again, the general public is always interested in information about the local school and its activities. Any article about anything concerning the school has this appeal. The school is a public institution and as such attracts public attention.

Names Make News

People are usually much interested in what some acquaintance has done or is doing. Especially is this true in smaller rural communities where there is a more mutual acquaintanceship. Any article concerning one or more agricultural boys or evening school members has this personal appeal. The boys' exhibits at the county fair; what a boy has done on his project; an article on some agricultural subject written by one of the boys; an account of the financial success of some evening school member in an enterprise, or of some special methods which have made him outstandingly successful. These all have their appeal.

At the beginning of this article I asked "Can facts and figures be considered news?" My answer is emphatically yes, when they answer questions which are in the minds of members of your agricultural community. The writer once took a lengthy article, containing a detailed cost analysis of the first five years of establishing a walnut orchard, in to his local editor. The editor mildly objected to its length and contents at first, but printed it in full finally. The result was requests for more extra copies of that paper than he had had for some time. Many were wanting just those facts because of the interest in walnut orcharding around Forest Grove.

The news content of your story is its most important factor. You may have followed poor newspaper form in preparing your copy, your spelling may be bad or there may be other glaring faults, yet if it has real news it will sometimes be printed, altho it may be re-written by some member of the newspaper staff first. However, these other elements are of value. A busy editor may overlook, or not take time to examine, a poorly written article. Most newspaper folk are very busy. If they receive a well written piece of news that calls for no outlay of time on their part, it is likely to be printed. Not the least important factor in having articles printed as you write them is the possibility of misstatement or error which may call forth unpleasant criticism or lead some reader astray.

What are these things, other than news, which one should consider in writing an article for a paper? To go into detail in answering this question would require more space than is available. A few of the more important points may, however, be mentioned.

First, as Prof. McIntosh has written, the most outstanding difference between good news writing and other good writing is the opening sentence . . . The best news story observes the law of unity and usually has one most important fact that is best told in one forceful sentence which is designated the lead . . . Possible points or elements that make up the lead, including the feature, are six, who, what, when, where, why and how." The one of these most likely to attract attention is placed first and is called the feature.

Your first sentence, or at least the first paragraph, should always tell who the article is about; what happened or is to be told about in the remainder of the article; where it occurred, or will occur, and when. Why it occurred and how are not always important, but if so should also be included.

The remainder of the article is then an explanation or story of the leading sentence information. It should be written as briefly as possible, in logical order, while yet remaining interesting and containing all essential facts. After the first paragraph each succeeding paragraph should be written so that the story would seem complete if it were left out. This is to enable the editor to shorten your article if he has not space to print it in its entirety. Also, try to introduce each paragraph with feature material. To say that "Mr. Jones led a discussion regarding the costs of poultry production in which it was found that it costs about $1 to raise a pullet to laying age" is, as a rule, not nearly so likely to catch the eye of the reader as an introductory paragraph sentence reading, "The cost of raising a leghorn pullet to laying age is believed to be $1, as a result of the discussion led by Mr. Jones, and so on." *Mr. Jones* is not so catchy as the word *cost.* The person should usually be secondary to the fact in news writing, unless it is a story in which the "who" is the feature.

Form Important

Typewrite your story, if you can, and double space it. If you can't typewrite, use a good lead pencil, leaving an inch margin on each side. Be careful of your grammar, spelling and punctuation. Be sure to furnish initials and exact spelling for all names. Abbreviations should be used sparingly.

Personal opinion of the writer seldom, if ever, has a place in a write up. Avoid use of glowing adjectives. Use precision in giving out statements and don't quote anyone, exactly, without their reading your write up first, if possible.

"It may not always be advisable to tell all the truth but it is never advisable to tell anything else."

Our positions make us writers of promotion news stories. They contain both news and publicity. Of this type of article Prof. McIntosh has written, "News is the spirit of the newspaper, advertising its life blood and publicity some of both . . . Publicity of the right sort has enough news value to pay for the cost of printing and enough advertising value to repay the costs of preparation. . . The more *news* predomi-

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Professional

C. F. Clark of Mississippi—Master Teacher of the South for 1929

C. O. HENDERSON, State Supervisor, Jackson, Miss.

THE South's Master Vocational Agriculture Teacher has developed a valuable type of leadership in the Dixon Consolidated School district, Neshoba County, Mississippi. C. F. Clark, recently selected Master Vocational Agriculture Teacher for the Southern Region, is by nature a modest, unselfish type of individual. It is because of these characteristics coupled with a foresight into the future demands of the community that Mr. Clark has been able to develop leaders. The Master Teacher is a teacher capable of getting those of his community to take the lead in most every phase of the community's program.

According to F. J. Hubbard, State Director of Vocational Education, "the secret of Mr. Clark's success is his ability to plan his program of work beforehand and find leaders to execute these plans." This teacher realizes the importance of training leaders at home which increases the permanent value of the work in the Dixon community. The real value of Mr. Clark's efforts as a vocational agriculture teacher is not measured by what he has done while living among the people of the community, but by the number of practices and principles taught which will become so fixed as habits that the people will continue them after the teacher has gone. This is uppermost in this young teacher's mind as he makes his plans for the community's development."

"E. W. Hester, Superintendent of the Dixon School, has had a very broad view point of our program of work," states Mr. Clark. Mr. Hester, the Home Economics Teacher, the County Superintendent of Education, and the Board of Trustees all meet together each year to make out the annual community program. In this way the efforts of all teachers are co-ordinated with the out-of-school agencies which are asking permission to work thru the medium of the school. There is very little duplication of effort in this rural school. This community program is also a means of linking up many agencies.

The boys taking vocational agriculture at the Dixon school are members of an agricultural club. The club elects its own officers upon whom the responsibilities of the program rest. The teacher stands ready at all times to make suggestions and give advice sought after by the boys, but the decisions are made by the members. In this way the boys appreciate a sense of responsibility which is the best means of creating a spirit of leadership and co-operation.

Adult farmers attending evening classes soon find they don't have to listen to a lot of "hot air" from the agriculture man. The experiences of the attending farmers are never ignored in these evening class meetings and the experiences of the better farmers are considered especially valuable by Mr. Clark. These experiences are discussed first, then followed by experimental data and other facts. Evening class units are planned as far in advance as possible in order to utilize the help of all agencies which have specialists or teaching material.

For several years there has been keen competition between the communities of Neshoba County in the Community Booth Exhibit at the local County Fair.

C. F. Clark, M. T. (South)
Courtesy Progressive Farmer

The Dixon community was anxious to make a good showing and called on Mr. Clark to put up the exhibit. Mr. Clark wanted to spend six weeks at Cornell University, which would keep him away during the Fair week. "Why not make it a real community exhibit by having the people do the work," reasoned this teacher. Before leaving for Cornell Mr. Clark held a meeting of the agriculture classes and had then select a Booth Committee. Each member of this committee was held responsible for his part by the chairman. Careful plans for the exhibit were worked out by Mr. Clark and the boys. While Clark was 1,500 miles from the Fair, the patrons brought in the material and the boys put it up. So successful was the committee that the booth was awarded first prize.

The Urban Friendship Day has been held in the Dixon community for three consecutive years. This idea was originated by Mr. Clark as a result of the need for a better understanding between the Dixon community and the business men of the nearby towns. The attendance of business men at these Urban Friendship Days has consistently increased, which indicates the plan is met with approval by business men as well as the people of the community. On one occasion after the business men had been around the community looking over the work which had been done, one of the visitors wanted to know where the agriculture teacher was. A young retiring sort of person was pointed out in the back of the house, "There is Mr. Clark in the back of the house," was the reply. Clark had been with them all day quietly directing those in charge.

In the fall of 1928 Mr. Clark was selected by 18 other vocational agriculture teachers to act as superintendent of vocational program at the Mississippi Fair and Dairy Association, Meridian, Mississippi. Very little was heard of Mr. Clark during the preparation for the Fair, but a splendid group of exhibits were seen by the fair visitors. Mr. Clark had the program planned beforehand so each of a group of agricultural teachers would have a specific responsibility. When the exhibits were complimented Mr. Clark gave the credit to the teacher in charge of that phase of the work.

The teachers working with Mr. Clark in Neshoba County respected his leadership to the extent of voluntarily selecting him as chairman of the Smith-Hughes group of Neshoba County. After one year as chairman, Mr. Clark was selected by the State Board of Vocational Education and County Superintendent of Education to spend one-sixth of his time as County Co-ordinator for the vocational agriculture work of the county. Mr. Clark's success as a county co-ordinator has been outstanding for he has exercised the same principles in this work as he has in his teaching. It is after seven years of planning, hard work, and training of local leadership that Mr. Clark has been accorded the greatest honor that can come to a vocational agriculture teacher.

The Kansas Vocational Agricultural Association has a share in the publication of the state News Letters.

This is the open season for judging contests. They should be real educational events rather than guessing orgies.

Special Summer Short Courses

CLINTON R. WISEMAN, Professor of Agricultural Education, South Dakota

SPECIAL summer short courses are a new and valuable feature in Agricultural Education. They have evolved as the result of two forces or principles somewhat conflicting.

As with the farmer, so with the agricultural instructors, the summer season is very important in his work. It is during the summer the latter must be on the job and gets done some of his most important teaching. State supervisors of agricultural education, admitting the need of some vacation for the agricultural instructor, have ruled that the instructor shall not absent himself from his work for more than a month—sometimes the time limit is three weeks.

On the other hand, there is a rather wide spread feeling by the administrators and by the teachers themselves that they should make provision for professional improvement by attending summer sessions. Customarily, the summer sessions at institutions have been six to twelve weeks in length. Such absenteeism is not permitted. The resultant has been the organization of special short courses of two to four weeks to meet the needs of these men.

In the May and June, 1929, issues of Agricultural Education, Prof. H. B. Allen of West Virginia presented tabulations of special summer short courses for teachers of vocational agriculture at a considerable number of agricultural colleges. This brief article contains an evaluation of the experiences of these institutions as reported by those in charge or in close contact. The interpretation should serve different groups in different ways.

It will serve as an exchange of experience of institutions already carrying on the work. It will guide other institutions in starting such work. Perhaps best of all it will serve that increasing number of progressive teachers of vocational agriculture who are availing themselves of this valuable means of professional improvement by indicating to them what the institutions are doing to provide short summer courses for them in technical and professional work usually serving the dual purpose of advancing them in their preparation and providing a convenient scheme for carrying on graduate work.

These replies are from some fifteen agricultural colleges of Colorado, New Jersey, Iowa, Kentucky, Virginia, Wyoming, Oklahoma, Tennessee, Nebraska, Indiana, Georgia, Minnesota, Missouri and West Virginia. Similar institutions in other states are offering such courses. Vocational teachers who are prospective students in such short courses should write direct to the institutions in which they are interested for descriptive folders and a complete list of their offerings. The whole movement is not just a first-aid proposition, but a serious undertaking and hundreds of good agricultural instructors will ponder on the consequences to them. Prof. E. C. Magill of Virginia Polytechnic Institute says:

"The summer school program is no longer for giving new training to men who desire to teach vocational agriculture nor is it primarily for instructors who are doing poor work. Our summer school is now planned to assist instructors who should remain in our vocation to do their job better. It is just as good an investment for the state program to have a successful instructor come here as it is one for those who are not very successful. The chances are the investment is a better one."

1. How many weeks does your course run and what about credit received?

The customary length of the course or term provided was three weeks. A few arranged for two weeks and two institutions, Georgia and Missouri, had provision for a four weeks' term. Colorado provided for two separate periods each three weeks long, while New York is arranging for three periods of two weeks each. In Virginia the annual conference comes between two courses of three weeks each. In West Virginia it has replaced the summer conference. The matter of credit allowed appears to be contingent upon the time put in and the custom of the institution.

2. Are the courses units in themselves? How many courses may one take and how often do they meet per day?

The courses are reported as being units in themselves in most cases. That is, a student gets credit for the work in a course for one summer. Frequently these are spoken of as "intensive" courses and in one case the course is spoken of as a "condensation," referring to time, the classes meeting eight times a week for four weeks instead of four times a week for eight weeks, the usual summer term. Evidently to meet graduate school requirements at Minnesota and Tennessee, the courses are made up of parts A and B only one part being taken each summer and credit is not recorded until both parts of the course are completed. There is a considerable tendency for students to enroll in two courses in each of which double time is expected. Some evidently meet for single periods. At Purdue a student enrolls in one course for the whole three weeks period, devotes all his time to the one course and receives three semester hours credit for the work done.

3. Are these men started on a definite program of graduate work?

In canvassing the replies two main purposes are found: provision for these men to complete graduate work and provision for teacher improvement with little thought of graduate credit. In none of the replies is it definitely stated that the work is of an undergraduate nature or that graduate credit is denied. In one state reporting (West Virginia) all men come to the course and it has replaced the annual conference. Replies typical of the first of the two purposes stated above are: "The work is of graduate caliber," "these are intensive courses for graduate students in agricultural education." "Practically all are started on graduate work. . ." "All are working for a masters degree." "Graduate credit is allowed and it is starting many on the road to graduate work." Replies typical of the teacher improvement feature of the work are these: "This is primarily a teacher improvement proposition." "It is not essentially a graduate proposition but provides an opportunity." "About 20 percent of students are on a program of graduate work." "Only a few take it for graduate credit. It is really a professional improvement proposition."

In two cases it is specifically stated that if a student desires to use the work for graduate credit, he must have previously laid out a graduate program for himself in co-operation with the departments of work in which he is interested. Course directors should make this point clear to the men enrolling in these courses.

4. Do you have a requirement that the men should divide their total time between professional and technical courses? To what extent do you ask the men planning to take such work to indicate their choice of technical or professional work?

It is quite evident from the replies that intensive professional courses have come first and the intensive technical courses following. It would seem as if considerable leeway were given to the men and choices allowed. In a few cases the state supervisor specifies. Evidently where the man is taking such work for immediate improvement purposes he should be allowed to choose courses to meet his weaknesses, either professional or technical. On the other hand, where he has begun a definite program of graduate work, he is obliged to choose a major and one or more minors. Several mention agricultural education as being the major.

Most of the colleges make some provision for expression of choice of summer courses by the teachers. Usually a survey is conducted within the state asking the men to indicate whether they intend to attend such a course and what work they prefer to take. Such a survey affords the college authorities a basis upon which to offer courses. A few of the institutions indicate that this procedure is especially valuable in getting the work started. In one state there is essentially prescription of men taking such courses as will best meet the weak spots of the men. However, we are assured that there is no dictation. Where programs of graduate work are being followed by the men there is necessarily less chance of choice.

A complete list of professional and technical courses even in this incomplete list of institutions providing this work is not provided. However, some suggestion as to the offerings being made can be gotten from the following sample lists:

Technical courses

Farm shop, advanced farm shop, farm shop, electricity and plumbing, farm shop skills, farm management, marketing dairy products, co-operative marketing, advanced farm organization and management, co-operative marketing for teachers, animal hus-

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Supervised Practice

A Systematic School Record of Complete Projects

G. A. SCHMIDT, Professor of Agricultural Education, Ft. Collins, Colorado

IT SHOULD be of considerable interest, value, and use to every teacher of vocational agriculture to have on file, in the agricultural room, permanent school records of all projects which have been completed by boys in the school.

Such records of completed projects should be useful in teaching vocational agriculture and should be very helpful to the boys in the selection of projects. However, to serve much of a purpose, records of completed projects must be kept on the strictly enterprise basis, that is, one record card must be used for each particular farm enterprise in which the boys in the school have projects.

In order to aid teachers to keep permanent school records of completed projects a suggestive form is here introduced. The form is so constructed that it can be used for every kind of a project.

The dash (—) occurring in some of the columns after the word "per" is left for the insertion of the name of the particular units of the farm enterprise in question. These units vary in the different enterprises.

Practical experience has shown that these permanent school records of completed projects, using the form suggested above, can easily be kept on heavy typewriting paper measuring 8½ x 11 inches, having the items mentioned on the record run across the long side of the paper.

In keeping such record cards, it is absolutely essential that they be on the distinctly commodity basis, such as: Egg Production, Milk Production, Market Corn Production, Seed Corn Production, Raising Chicks to Six Months of Age, Raising Calves to One Year of Age and the like; and that one record card be used for each enterprise or commodity. Common mistakes, in keeping project records, have been made in the past by combining and accounting as one project, a project involving the production of two commodities, such as, eggs and chicks, and milk and calves. In order to be able to get accurate data for cost accounting and for keeping permanent school records on completed projects the two commodities in each of the cases mentioned above should be accounted as separate enterprises and recorded on separate permanent school record cards.

These record cards would be very useful in answering questions of the nature of the following:

1. What does it cost to produce an acre of corn in this community?
2. What does it cost to produce a pound of pork in the community?
3. What are reasonable profits to expect from a hundred laying hens over a period of one year?
4. Is it more profitable to raise corn or potatoes in the community?
5. Which livestock project has given the greatest return per man hour in the community?
6. What has been the average scope of potato projects in the community?
7. What are some good standards for a pork project in the community?

An important feature of these permanent school records of completed projects is that they become more valuable each year as the number of projects in a particular enterprise increases. When these enterprise records begin to show results from a period of three or more years, so that one can determine an average over a period of years, they undoubtedly become the most reliable farming records obtainable for a particular community. While this idea is fresh in your mind make up a number of these permanent school project record summary cards and record on them the results of the projects your boys completed last year.

PERMANENT SCHOOL PROJECT SUMMARY CARD.....**ENTERPRISE**.....

SCHOOL.....

School Year	Pupil's Name	Scope	Total Production	Yield per	Pupil's Own Labor. Hours	Total man labor. Hours.	Man hours per	Cost per	Receipts per	Net profit per	Total project income	Labor income per man hour

Teachers Are Judged By Their Projects

J. C. DYKES,
Teacher Trainer, Texas A. and M. College

THE writer has, during the current school year, visited approximately a hundred departments of vocational agriculture. An analysis of my reports convinces me that we (teachers and supervisors) should direct our efforts toward strengthening our project program.

What can we do to improve the situation? Exercising care in enrolling pupils will help. The test of who should be permitted to enroll is not where the boy lives (whether in town or country), but his ability and desire to carry out an adequate supervised practice program.

In order that the teacher may act intelligently in this matter he must know home situations of prospective pupils. This means visiting homes during summer months, it means getting acquainted with the parents of the boys—it means work. Is that one of the reasons that some of us do not do as much of it as we should do?

If teachers thought that their jobs depended on the kind of projects that their boys carry, they (some teachers) would give more attention to projects. But their jobs (in the final analysis) do depend on their projects, not because of what teacher-trainers or supervisors may think about the matter but because experience has clearly proven that school boards, without being entirely clear concerning the reason, will not indefinitely continue a department of vocational agriculture (or at least continue the teacher) whose teacher does not have good projects.

It is not the project that the boys talk about during the fall, but the ones they complete that prove the teacher's ability.

Definite Project Plans Desirable

R. B. JEPPSON,
State Supervisor, Nevada

WHEN a boy selects a swine project as part of his supervised farm practice program in vocational agriculture he should understand definitely what the requirements are going to be for the successful completion of that enterprise.

For example, he must know that after the sow has farrowed he has sufficient financial aid to purchase feed for the growing pigs; that they will be in a finished condition for market in six to eight months; and that he will not have to sell them as soon as weaned because he is unable to secure the necessary feeds.

In order for a boy to successfully complete his project he should make definite plans for conducting that particular

enterprise. There is a certain amount of planning necessary before the final decisions are made in selecting the project. The instructor is responsible for helping the boys to think thru and analyze their problems. The boys can then make plans which will insure the successful completion of the enterprise.

The boys' project plans should include:

1. A statement showing objectives, aims, and vocational possibilities not only for one year but for several years.
2. It should show definite arrangement for conducting project, financial participation, ownership and management.
3. A carefully analyzed estimate of probable expenses and receipts or, in other words, a project budget, based on local and State enterprise results.
4. A description as to the number of acres, animals, location, equipment, etc.
5. A list of all jobs occurring in the enterprise.
6. An agreement showing satisfactory relation with parents and others for conducting project.
7. A statement as to the adaptability of enterprise to the home farm and community.

Following this there should be specific job plans worked out for every job in the enterprise. These job plans should include:

1. What the boy expects to do.
2. How he expects to do it.
3. Why he expects to do it that way.
4. When he expects to do it.
5. An estimate of cost factors and probable returns.

Each job plan should be worked out prior to its occurrence in the project. This will require considerable study and analysis before plans can be completed. *Plans should then be followed.* Reasons should be given for any modification of plans, The instructor should check and approve each job plan and then discuss it with the boys and their parents before it is entered in their project books. In this way it will be possible to secure more of the improved farm practices and eliminate the haphazard methods used on many of the home farms.

The Aims of Directed Practice

L. M. SASMAN,
State Supervisor, Madison, Wisconsin

1. To broaden the scope of directed practice to include individually owned projects and other activities that make for development on the farm.
2. To make the planning and doing of directed practice work a timely feature of each month's program.
3. To encourage the development of long time projects which tend to establish boys in profitable farming enterprises.
4. To establish in the case of long time projects definite written agreements by individual conferences among parents, pupil and teacher, and in the case of other projects to arrange such agreements as are essential.
5. To encourage father and son partnerships.
6. To encourage thrift—every boy should have a savings account or some other definite form of investment.
7. To have every boy make an inventory each year including,
   a. Total value of all crops, livestock, and farm equipment owned entirely by the pupil.
   b. Total value of pupil's share of such property owned in partnership with others.
   c. Amount of pupil's bank deposit.
   d. Amount of pupil's other investments acquired thru directed practice work.
8. To have every boy keep an accurate record of his directed practice work to include:
   a. Records of planning, study, agreements, and essential memoranda.
   b. A financial record, either a general farm account or a cost account.
9. To have each cost account cover an economic unit of production upon which farm records can conveniently be kept without disturbing the best procedures in farm management.
10. To encourage the keeping of general farm accounts in addition to records of the pupils' individual inventories.

California Kiwanians Co-operate

HENRY FOSTER, 16-year old junior of the Red Bluff Union High School was winner of the 1929 vocational agricultural project trophy awarded by the Red Bluff Kiwanis Club.

This is to be a perpetual trophy, young Foster being the first to have his name inscribed in the plaque. The award is to be given each year to the member of the Future Farmer of America Chapter in the high school having the most outstanding *home project.*

William Norvell, Pres. Kiwanis Club and Henry Foster, 1929 winner

The best project was selected by a committee of Kiwanians on the basis of total net income, hours of pupil labor, scope of activity, project story and condition of records kept during the year.

Foster's project efforts for the school year of 1928-29 included a poultry project, grape and walnut project and a half interest with an older brother in dairying.

Foster netted $213.11 from his poultry project or $1.72 for each hour of labor. He produced 1,135 dozen eggs, sold 425 pounds of meat birds amounting to $128. The cash sales were $445.01 while the expenses amounted to $359.90.

In addition to the poultry he netted $164 from the grapes and walnuts and $576 as his half share in conducting the dairy. For the three projects Henry earned while going to school $953.11.

He was football captain last fall and a letterman in basketball and baseball as well.

Ohio Boy Nets $1,654.46

MADISON high school agriculture students don't go into partnership with their dads. The dads go into partnership with their boys."

This statement was made by a farmers' institute speaker who visited the Madison department. Its truth is illustrated by Martin Rand's case.

Martin's father is a successful general farmer and orchardist. His 120-acre farm has splendid buildings and is well equipped thruout. However, the model Ohio type 1,000 hen poultry house and the six 10′ x 12′ brooder houses in the orchard have all been added within the last three years as a result of Martin's project work. When Martin came home from high school his sophomore year and asked to take a 500 baby chick project, Mr. Rand admits he laughed at the idea and suggested that 50 or 100 chicks would be "a plenty." But Martin and his teacher persisted and Mr. Rand finally gave in.

To quote Mr. Rand "I found that by the end of another year the chicken business had made Martin nearly $1,000. So, I said to Martin, "these hens are paying so well I would like to go into partnership with you and we will enlarge the business."

Mr. Rand helped build the thousand-hen poultry house and a plan was worked out by which Martin was to manage one-half of the house and his older brother the other half. Each boy was to handle his flock on a 50-50 basis with the father. Mr. Rand says, "The thing I like about this poultry project is that it has enabled the boys to make enough money on this farm so that I can keep them at home with me."

Martin is at home now helping enlarge the poultry business. He attended the poultry short course at Ohio State University this winter.

First Year—Did not take agriculture.

Second Year:

500 baby chicks—Martin's labor income	$ 232.66

Third Year:

400 white leghorn pullets. 1,000 baby chicks—Martin's labor income	$ 708.05
Crops project 2-acre field corn—Martin's labor income	$ 90.35

Fourth Year:

400 white leghorn pullets (Martin's half of the 800 hen flock) 2,400 baby chicks.—Project labor income	$1,246.80
Martin's share one-half of $1,246.80 or $623.40	
Total labor income 3 years	$2,277.86
Martin's share 3 years	$1,654.46

Supervised (Rifle) Practice

The boys in Texas believe in knowing how to shoot straight. Mr. R. B. Cleveland, teacher of agriculture at Garland in that state, informs us that the boys of this chapter have organized a rifle club under the direction of the National Rifle Association of America. He states further that the War Department furnishes four rifles to each club and 390 rounds of ammunition to each member. The expense per member is 75 cents.

Evening Schools

Mixing By the Million

A. P. COTTON,
Vocational Agriculture Teacher,
St. Matthews, South Carolina

IN THE Sunny Plain community of Calhoun County near St. Matthews, South Carolina, 45 adult farmers have been organized into an evening class, which has met in the local school house for one hour every Monday night thruout the winter. The purpose of this class was to study improved methods in growing cotton, corn and small grain.

I organized this class in the St. Matthews High School by (1) making personal visits to every farmer in the community, and (2) by mailing postal cards to them announcing the date, time, and place of the meeting, and the subject to be discussed. The problems to be taught were first drawn out from the farmers while talking with them, and then these subjects were classified as "leads." The leads were summarized and the subjects which most leads indicated were taught.

In working up the teaching material, experimental information was used. The information was put into chart form so as to make it more easily understood. At the same time chart method makes it easier on the teacher. Before the charts were placed on the wall, I always ask for questions that the farmers want answered relative to the subjects taught. The questions are placed on the blackboard as the farmers give them. Then by the use of the charts, the questions are answered. At our first meeting in January it was suggested by the class that we discuss "fertilizers for cotton." I immediately secured all the experimental data which could be used in helping solve the question and presented a part of it at each meeting until the whole subject was covered.

After completing the subject "fertilizers for cotton," the group decided to supply the plant food requirements as shown by the experimental data and work out a special mixture of fertilizer. The special mixture, or special formula, has just been worked out, and a co-operative order made which consisted of more than 600 tons; in addition, 175 tons of nitrate of soda was ordered—(altogether 1,550,000 pounds).

The class is held during the months of January, February, and March. At this time of year it is more convenient for the farmers to meet. The majority of the class members were adult farmers, but some part time boys are always in attendance. We are planning to bring this class to a close sometime in April, and at that time have some form of entertainment, such as Fish Fry, or Father and Son Banquet.

Wherever I can use the experience of the most successful farmers and some of the local improved practices in the community, I always do so. This seems to be more effective than the experiment station data. I find it a good practice to chart the local information whenever possible.

A. P. Cotton

Measuring Results By Changed Practices

W. S. BLADWIN,
Vocational Agriculture Teacher,
Milan, Tennessee

THE evening class held at Milan, Tennessee, last year had an attendance of 131 farmers with 76 coming a sufficient number of times to be enrolled as pupils. This class met at the high school at Milan, a town of about 3,500 people, surrounded by a farming population of small land-owners doing a combination of general and truck farming. All of these pupils were adult farmers and practically all land-owners. The course began in January, met twice a week for six weeks, closing with a banquet.

This attendance was the result of personal work on the part of the instructor in the *summer* and *fall* previous to the course in the winter. First a survey of 100 farms was made during July. A study of this survey and personal observations showed a great need for soil improvement work. Too much land was in cultivation, the yields of the major crops were low, very few farmers carried rotations, only a small acreage of legumes was grown, many farms were badly eroded, a majority of the farmers were not liming, the fertilizer practices were not according to experiment station recommendations, and most farms had some waste land that needed reclaiming.

When the class started the conditions as shown by this survey were taken up. The first lesson was spent in studying the charts and figures and letting the farmers decide what the problems were that needed to be taken up in class for study and solution. Each of the problems selected was made the basis for one or more lessons. In this course very little lecturing was done. The usual method was to call upon the farmers for information in regard to the problem being discussed. For instance in the lesson on "crop rotations" they were asked "How many of you practice crop rotation"? "What kind do you have"? "How do you like them"? or "Why do you not have them"? This was followed by charts from the survey, from the experiment station results and a chart on the value of rotations. Examples of good rotations in the community were brought out, calling upon one or two good farmers to give their experiences, then came the final conclusions to the problem for this section based upon these facts and conditions. The farmers were free to ask questions at any time and to enter into the discussion. After each lesson the supervised practice work in connection with that problem was taken up and names taken of those who would improve their farming practices in certain respects.

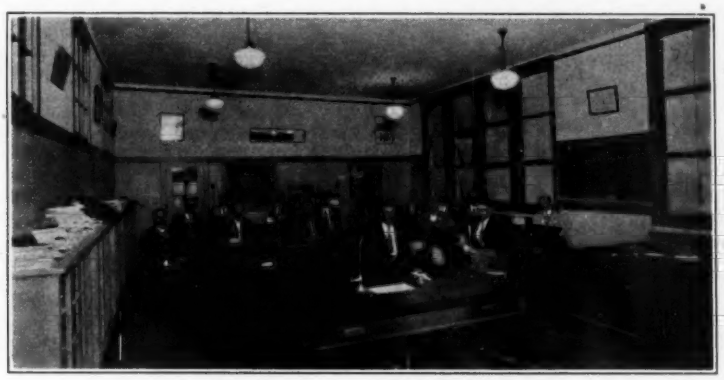
Results of the evening class as measured by the improved practices were as follows: terracing, 16 farmers 214 acres; liming, 39 farmers 267 acres; home-mixing fertilizers according to experiment station recommendations, 29 farmers 374 acres; growing alfalfa, 15 farmers 45 acres; growing red clover, 15 farmers 70 acres; growing crimson clover, 13 farmers 37 acres; improving pastures, 4 farmers 20 acres; growing vetch, 6 farmers 33 acres; crop rotations, 2 farmers 80 acres.

Evening Class Group of Milan, Tennessee. The teacher, Mr. Bladwin was 1929 Master Teacher of Tennessee

Evening Class Meets Community Needs

R. W. MITCHELL,
Director of Agriculture, Marysville, California

IN 1927, a county survey showed the need and desire for better poultry practices in our county. During 1927 and 1928, three evening courses, of 10 evenings each, were held in three different districts of the county so that the farmers were not compelled to drive long distances to attend. The courses were outlined according to local needs, by a group of local people. Each evening was devoted to the discussion of a certain job in the poultry industry and conducted on the conference and discussion basis. The agricultural instructor acted in most cases as the conference leader, and tried, if possible, to get some person well versed on the topic under consideration to be there and assist in the discussion.



Evening Class Group, Marysville, California

Some of the jobs taught were poultry housing, incubating, brooding chicks, feeding, pullet raising, feeding for winter egg production, culling, marketing, controlling diseases and insect pests. An indication of the success of the classes is shown by the fact that the average attendance each evening for the three courses was 58 adults.

As a direct result of the above experience, in the fall of 1928 and spring of 1929 a citrus school was organized in the hill section of our county and was successful.

In order to foster a general movement for agricultural education and rural recreation, the agricultural department has formed a part-time evening group, composed of former students and farmers of the surrounding district who meet at this high school two nights a month for two and one-half hours.

Special Summer Short Courses

(Continued from page 69)

bandry, poultry, dairy cattle feeding and management, livestock judging, sheep production, dairy cattle feeding, problems in dairy husbandry, problems in animal production, poultry management, pomology, advanced soils, advanced farm crops.

Professional courses

Agricultural education, rural education, extension teaching, conference leadership, laying out the agricultural program in the secondary schools, principalship of the village high school, the school population, teaching agricultural economics and farm management in high school departments of agriculture, organization and administration of vocational education, theory and practice of teaching agriculture, project method in agricultural education, methods of teaching farm shop and farm mechanics, procedures and technique in teaching vocational agriculture in secondary schools, methods in evening class instruction in agriculture, methods in part-time instruction in agriculture, measuring efficiency in vocational agriculture, advanced agricultural education, individual instruction in vocational agriculture, seminar in agricultural education, methods of research, special problems in agricultural education, methods of coaching stock judging teams.

5. Would you consider it more advisable to map out a two or three year program of such courses than to set up a single year's program and then repeat or change the program in succeeding years?

In answer to this question a variety of practice and differences of opinion are reported. Several indicate a planned program of two or three years very desirable so men may report on successive summers and not duplicate the work taken before. On the other hand, there is the view that such an attempted program may become too rigid and not meet the current annual needs of the men. Where graduate credit looms large, necessarily the longer time program will be arranged for.

The progressive and up-to-date agriculture instructors should write letters of inquiry to their own agricultural colleges and to others in which they are interested.

Texas Dairy Evening School of Value

W. E. LEVERKUHN,
Teacher of Agriculture, Bryan, Texas

ON THURSDAY night, October 10, 1929, 13 farmers and 6 farm boys met at the Kurten School Building, Kurten, Texas, with W. E. Leverkuhn, vocational agricultural teacher in Bryan public schools, and organized the first evening school for farmers ever conducted in Brazos County.

These farmers had been visited by the agricultural teacher previous to the meeting night and their interest had been aroused by discussing some of the farm problems that they had to deal with on their farms. They promised that they would attend any meetings that might be held for solving these problems.

On the day before the meeting cards were mailed to the men who had been visited giving the date so that they would not overlook the matter. Every man who received a card attended the first meeting. The men were unanimous in their request for a school on dairy cattle improvement. The dairy school was readily organized and a course laid out. The farmers suggested the topics that should be taken up for study and these were listed on the blackboard.

The lessons that were suggested were:

1. Selecting the dairy cow to keep.
2. Selecting the most profitable breed.
3. Feeding dairy cows.
4. Providing feed and pastures.
5. Providing shelter for cows.
6. Care and management of cows.
7. Raising dairy heifers.
8. Testing for butterfat production.

In teaching these lessons the teacher made up charts showing the comparative values of feeds grown on Brazos County farms; used pictures showing good type cows; samples of feed; and moving pictures of dairying in progressive centers. The third meeting was held at the dairy farm of Mr. Carl Wiprecht, three miles west of Bryan, for the purpose of learning the points of good cows. It was Saturday afternoon which is the farmers' town day, but there were 14 farmers on hand. They spent two hours learning to select good cows in which they were given several classes of cows to judge and point out their good and weak points. The men seemed to enjoy this a great deal. They also had opportunity to observe some work by a veterinarian in vaccinating calves for tick fever, an important problem in Brazos County.

W. E. Leverkuhn and his Dairy Evening Class, Kurten, Texas

Future Farmers of America

Program of Work for Future Farmer Chapters

H. O. SAMPSON, Professor of Agricultural Education, New Brunswick, N. J.

TO SUCCEED in F. F. A. activities a local chapter must have a good program of work (a list of objectives) and must bend every effort to make this program function.

The contest sponsored by the *Farm Journal* of Philadelphia has done and will continue to do much to stimulate chapter success thruout the United States. We had the great pleasure and privilege of sitting down with Mr. M. Glen Kirkpatrick, associate editor of the Farm Journal, and going over with him the programs of work and the records of accomplishments of the chapters entered in the contest that closed October 1.

We were very greatly gratified at the results indicated by these reports. They show that vocational agricultural boys who are enrolled as F. F. A. members are doing a great piece of work.

HOLLAND, VIRGINIA, CHAPTER, WINNER 1928-29

Objectives	Accomplishments
State	**State**
100 percent members with savings accounts	All boys had savings accounts.
100 percent agricultural students paid up F. F. A. members	$23 was paid by members as dues to State and National Organization
$125 invested in saving and farming by each boy by July 1, 1929	Average savings and investments in farming were $230.
Father and Son Banquet	Held in January. Sixty-eight present.
90 percent of enterprises completed	94 percent of enterprises were completed.
1 summer camp or farm tour	1 week's camp held in August, 1928.
Local	**Local**
Care for shrubbery on school grounds	Kept grass out and dust mulch.
Gin field selected cotton in school gin for farmers	50 bushels of cotton ginned.
Put on seed show	Held in December. 165 entries.
Start poultry show in community	Held with seed show. 203 entries.
Put on district judging contest for Future Farmers	Held with seed show. 8 chapters competing, 48 individuals judged.
100 exhibits at Four-County Fair	180 exhibits entered.
250 exhibits at Seed and Poultry Show	250 exhibits entered.
25 exhibits at State Grain Show	20 exhibits entered.
Educational exhibit at Four-County Fair	Exhibit put on. Won first place.
Judging team at 1929 Future Farmer Rally at V. P. I.	Instructor was attending Institute of Co-operative Marketing at Baton Rouge at time of Rally. No team sent. First Rally ever missed.
All chapter members visit points of interest on 1 day trip	All members but one spent day in Norfolk visiting fertilizer plant, and so on.
Have banking period every week	This was done.
Deposit $1,000 in Savings during year	Not quite reached. Around $900.
Every boy make 2 deposits each month	60 percent of boys reached objective.
Raise $100 budget for running expenses of chapter	$174 collected as follows: 25.00 prize money from Fair. 19.00 monthly dues. 133.00 individual assessment. Disbursements as follows: $ 23.00 State and National dues. 65.00 for Father and Son Banquet. 42.00 for trip to Norfolk. 24.75 tags and ribbons for poultry and seed show. 13.25 refreshments at meeting. 6.00 now in bank.
The following things were done in addition to the above and included in objectives:	
Buy ingredients and mix mineral mixture for hogs	40 bushels bought, mixed, and sold.

FORESTVILLE, NEW YORK, SECOND

Supervised Practice:
- Two projects for each boy.
- Additional supplementary practice.

Co-Operative Activities:
- Buy certified seed.
- Buy cod liver oil.
- Buy books.
- Buy purebred and grade calves.
- Exhibit at county fair.
- Sell seed potatoes.
- Plant a "Future Farmer" forest.

Community Services:
- Advocate tree planting on waste land.
- Stress better poultry houses.
- Stress better tractor care.
- Stress better harness care.
- Distribute agricultural bulletins to farmers.

Leadership Activities:
- Enter judging teams in contests.
- Enroll members in public speaking contest.
- Attend Future Farmer School at Cornell University.

Earnings and Savings.
- Attempt to have each boy clear $100.
- Save earnings.

Conduct of Meetings:
- Increase membership of association.
- Provide initiation ceremonies for all degrees.

Scholarship:
- Pass Regents examinations.
- Graduate from high school.
- Influence boys to attend agricultural college.

Recreation:
- Have basketball team.
- Have baseball team.

DANVILLE, ARKANSAS, THIRD

Supervised Practice:
- All members with major projects.
- 50 percent of members with minor projects or supplementary practice.
- 85 percent of projects completed.
- Members to make $7,000 project labor income.
- Members to have $5,000 invested in farming or other income investment.
- Increase number and size of projects in 1929 over 1928.

Buy ingredients and mix feed for poultry. . Over 4,700 pounds mixed.
Members plant certified cotton seed with idea of forming co-operative association. 12 members planted certified cotton.
Secure cup for judging contest in district for winning chapter in judging contest at Seed Show. . . . . Cup donated by Farmers Bank of Holland.
State Objectives adopted by Chapter 1929–30.
Improvement rank of department.
90 percent of enterprises completed.
100 percent of members with savings accounts.
100 percent of students paid up F. F. A. members.
Farm tour.
Father and Son Banquet.
Do co-operative buying and selling.
$3 advertisement for "Chapter Chats."

State Objectives Adopted by Chapter 1929–30
Local Chapter Objectives in Addition to Above

Buy poultry feed co-operatively.
Buy ingredients and mix mineral mixture.
Sell cotton, corn, and soybeans thru seed association to be formed.
Hold Seed and Poultry Show as heretofore. Increase number of entries.
125 entries for Four-County Fair.
Put on educational exhibit at Four-County Fair.
20 entries at State Corn and Grain Show at South Hill.
Continue District Judging Contest at Seed and Poultry Show.
Every boy make 2 deposits per month in Thrift Bank.
$1,000 deposited in savings by chapter members.
Every 1st and 2nd year student to have 2 enterprises.
Every 3rd and 4th year student to have 3 enterprises.
Gin 50 bushels of field-selected cotton seed for community.
Raise $150 for running expenses of chapter.
Care for shrubbery recently planted.
Have calendar of objectives on chart in classroom.
Judging team at Future Farmer Rally in 1930.
Hold monthly meetings of chapter.
Have chapter in Farm Journal Contest for 1930.
Recommend 1 boy for State Farmer Degree at 1930 Rally.

Co-operative Activities:
Manage co-operative selling of cotton seed and buying of meal and hulls.
Manage co-operative buying of fertilizer.
Sell subscriptions to the Arkansas Farmer.
Have a contest on supervised practice jobs.
Mix fertilizer co-operatively in the Smith-Hughes Building.
Co-operate to buy a car load of registered Jersey females.
Test dairy cattle for T. B.

Community Service:
Test milk for evening school students.
Prune orchards for community.
Cull poultry for community.
Terrace farm lands for all farmers calling for this service.
Bring equipment of the department up to standard.

Leadership Activities:
Have a live local chapter, affiliating with state and national organizations.
Do work of the organization thru committees.
Have a Father and Son banquet.
Enter the state cotton growing contest.
Enter the state corn growing contest.
Enter judging contest at State Fair.
Enter vocational exhibit at State Fair.
Enter the invitation meet at Fayetteville.
Enter the State essay contest.
Take active part in local fairs.
Conduct chapel exercise twice a year.
Enter all contests fostered by the State Department of Education.

Earnings and Savings:
Finance the Smith-Hughes department.
Make a project labor income for the year closing December 15, 1928, of $7,000 which will be more than the financial goal set by the State Department of Education with the evening school students project labor income as a surplus.
Members to have $5,000 invested in some kind of farming or other investments, as insurance, time deposits, building and loan, dairy cattle, education.
All green hands to make the $25 required for the Farmer degree.
Four farmers save the $250 necessary for the Planter (State) degree in 1928.
Ten farmers save the $250 necessary for the Planter (State) degree in 1929.
Have one member qualify for American Farmer in 1929.

Conduct of Meetings:
All meetings conducted according to parliamentary methods.
Have the work of the organization done by committees.
Learn and use the ritual as adopted by the state.
Hold regular monthly meeting.
Send the state advisor records of the chapter when requested.

Scholarship:
All boys that are members of chapter who can qualify financially for higher degrees will make their scholarship such as it will not keep them from advancing.
Smith-Hughes boys members of the F. F. A. will not allow it to be said that the Smith-Hughes work is for those that are not able to make

Oklahoma Summer Camp

WE EXPECT soon to learn that the F. F. A.'s of Oklahoma have a permanent summer camp. A recent report from that state tells us that those in charge of the campaign have $450 in the camp site fund and offers of a loan sufficient to meet the needs of building a kitchen and mess hall on the site when needed in June. How many other states are planning F. F. A. camps? Tennessee already has one.

Wyoming Governor Honored With F. F. A. Key

Five Wyoming boys who have done outstanding work in Smith-Hughes Agricultural work in high school were honored by being initiated as State Farmers and presented keys. Shown above, standing, are Bill Horton, Sheridan; Bruce Murray, Powell; Ornet Tolman, Afton; and Arthur Macy of Pine Bluffs. Ralph C. Cowper of Laramie is the fifth man. For special interest in the Ag boys and their work, keys were also presented to C. G. Howard, state supervisor of high school agriculture; Governor Frank C. Emerson; S. H. Dadisman, teacher trainer for agricultural education at the University of Wyoming; and W. A. Ross former state supervisor

their grades in literary work, but will be leaders in their literary work as well.
Will enter the state essay contest.
All members of chapter will pass their agricultural course.

Recreation:
Fifteen members will attend the State Fair Camp.
Two members will attend the National Dairy Show.
One member will attend the Royal Livestock Show.
Will have a father and son banquet.
Will attend the short course at Russelville.
Will send a basketball team to the Smith-Hughes tournament.
Will go on one fishing trip during the year.
Will have four social meetings during the monthly meetings.

Oregon Chapter Active

THE *Ag Sprouts*, a Future Farmer bulletin published by the State Board of Vocational Education, Salem, Oregon, recently published a description of F. F. A. activities of Myrtle Point in that state. Their program of activities include:

1. Father and Son Banquet.
2. Publish "Ag Sprouts."
3. Organize a thrift bank.
4. Conduct community improvement contest.
5. Assist in organizing evening and part-time classes.
6. Assist with community survey.
7. Conduct vacation tour and encampment.
8. Conduct demonstrations for farmers.
9. Hold oratorical contests on agricultural topics.
10. Maintain bulletin board for farmers.
11. Foster community slogans.
12. Improve school grounds.
13. Stage plays and pageants.
14. Every member exhibit project at county fair.

F. F. A. Carnival

CALIFORNIA Future Farmers realize that funds are needed for chapter activities. Here is a report from Mr. O. F. Lucksinger, director of the Gonzales Union High School in that state: "The program of work as outlined by the Gonzales Chapter requires at least $150 to carry the work to completion. The best money producer for our chapter has been a carnival staged by the boys themselves. A general committee is appointed by the chapter president to supervise the plays, side shows, dancing, fish pond and all other concessions. Sub-committees are appointed by this general committee and all the boys in the organization serve on a committee. In addition to the profits realized, which usually range from $75 to $100, the boys secure some very desirable experience in carrying out such a project. Co-operation among all the boys is essential, leadership is developed, and the morale of the group rises to a high pitch."

At Charleston, Illinois, the boys of the chapter pooled funds with the Domestic Science Department and the Board of Education and purchased a lantern slide projector.

Future Farmer News Notes

Compiled by H. O. SAMPSON

F. F. A. Barbecue

THE Killeen, Texas, chapter has a unique method of interesting the business men of the town and the school trustees in F. F. A. work. They recently held a barbecue to which they invited these men and after they had fed them well they explained the aims and purposes of the organization with the result that every guest went away a booster for vocational agriculture and the F. F. A.

Another chapter in Texas, the one at Mumford, had a worthwhile activity the past month. This was to see that every member had a creditable project. Chapter members can be a big help to the vocational agriculture teacher in helping to interest boys in supervised practice.

3,000 F. F. A.'s in Ohio

WE EXPECT to see at least three Ohio boys receive the American Farmer degree at Kansas City this fall. The membership in the state association on March 1 was 2,300 with prospects for over 3,000 by the close of the school year. If they go over the 3,000 mark there will be four boys eligible to receive this highest honor in the F. F. A.

F. F. A. Leadership Conference

THE Ohio Future Farmers held a Leadership Conference at the State University at Columbus in February. Delegates to the number of 155 representing 60 departments of vocational agriculture were in attendance. This is surely a fine way to develop leadership among F. F. A. members. One of the features of the conference was a series of reports by delegates telling about chapter activities. A few of these follow:

The boys of the Margaretta Township School co-operated with the teacher of agriculture in conducting swine and poultry enterprise surveys. The Bloomville boys published a chapter news letter and co-operaated with the other departments of the county in staging a county junior fair. The Ashley chapter is working on a plan of checking all improved practices introduced on the home farm as a result of the boys' efforts.

The members of the Chardon chapter, after a study of community needs, decided to buy three quarts of Golden Glow seed corn for each of 30 farmers who would agree to plant it at least 20 rods from other corn and exhibit a sample at the fair next year. Some farmers ordered additional seed at their own expense and as a result seven bushels was secured for the community.

The boys from Greenville, Marietta and Jeffersonville reported that community seed corn testing work is being done in their communities on a large scale. The delegate from Barnsville reported on a community spray program sponsored by that chapter. The boys from the Green Township School in Wayne County described cow testing work for farmers being done by members of that chapter.

Honorary Membership

A REAL goat is used in giving the initiation ceremony at the Warren Township, Illinois, High School. Riding the goat comes, of course, after the regular initiation ceremony. These boys believe in securing prominent men of the community as honorary members of the chapter. Last month they initiated the superintendent of the school, six prominent farmers, and the county agent. This is real progress.

Joint Chapter Meetings

JOINT meetings between chapters is encouraged in Iowa. Recently the Muscatine chapter initiated the boys of the Tipton chapter and the Kelley chapter initiated the Collins and Winterset chapters. Several other chapters in the state have held joint meetings this spring. Such relationships are commended. They are a fruitful source of new ideas and real inspiration to the boys.

New Idea

MT. DRAKE, North Dakota, the boys have named their chapter after a prominent business man and farmer of the community, Mr. O. A. Refling. A good idea. One of their activities is to furnish stories about F. F. A. work to the local and farm press. Another good idea.

Seed Corn Testing

THE boys of the F. F. A. chapter at Capron, Illinois, are earning money for the organization this spring by testing seed corn for the farmers of the vicinity at the rate of one cent per ear. Also, they are selling baby chicks for a near-by hatchery.

Ohio Selects Speaker

OHIO has held its state public speaking contest and the winner is Robert Milliser, a junior in the La Rue High School. His subject is "Analyzing the Farm Business Thru Farm Accounts." The second prize in the state contest went to Robert Lane of Marietta. His subject is "How to Train for Rural Leadership." Charles Dambach of Chardon was third in the contest. He spoke on the subject "How to Make Farm Life Attractive to Boys and Girls."

Money Making Essays

IN A recent essay contest sponsored by Wallace's Farmer of Des Moines, Iowa, on the subject "Are you going to be a farmer?" the Winterset, Iowa, Future Farmers carried off four of the sixteen prizes offered. The boys entered the contest as a group project and turned into the chapter treasury one-fourth of the prize money received.

A "Handy Help" for Future Farmer Meetings

A Brief Summary of Robert's Rules of Order

(From the Ohio News Letter—1928

Kind of Motion	Requires second?	Debatable?	Amendable?	Requires majority vote?	Requires ⅔ vote	Takes precedence	Reconsider	Remarks
To Amend Constitution or By-Laws	Yes	Yes	Yes	V	Yes*	No	**	*⅔ vote with previous notice. **An *affirmative* vote cannot be reconsidered.
To Accept Report	Yes	Yes	Yes	Yes	V	No	Yes	Motion not necessary.
To Repeal.	Yes	Yes	Yes	Yes*	V	No	No	*When notice has been given at a previous meeting.
To Lay on Table	Yes	No	No	Yes	V	Yes*	No	*Of all subsidiary and incidental questions.
To Amend	Yes	No*	Yes	Yes	V	No**	Yes	*Undebatable when motion it amends is undebatable. **Except to postpone indefinitely.
To Limit Time of Debate	Yes	No	Yes	V	Yes	Yes*	Yes	*Except to lay on table.
To Postpone Definitely	Yes	Yes	Yes	Yes	V	Yes* No	Yes	*To commit, amend and postpone indefinitely. **To privileged and incidental motions.
To Refer to Committee	Yes	Yes	Yes	Yes	V	Yes* and No**	***	*To amend and postpone indefinitely. **Subsidiary and incidental. ***Cannot be reconsidered after com. has taken work. But by ⅔ vote com. may be discharged.
To Adjourn	Yes	No*	No	Yes	V	Yes	No	*A privileged motion and cannot be debated. To be a privileged motion a regular meeting time must be had.
To Reconsider	Yes	No*	No	Yes	V	Yes**	***	*Depends upon motion. **Must be made same or next day. ***An affirmative vote cannot be reconsidered. Must be made by one who voted in favor.

Motions which do not require second (1. Call for division of assembly.
(2. Nominations.
(3. Leave to withdraw motion.

The Stuart, Iowa, Chapter "Program of Work"

STANLEY. L. BALLOUN,
Iowa State College

IN PUTTING a Future Farmer chapter on a sound basis the first requisite is that the members have something to do. Work—co-operative, challenging work—is what holds Future Farmers together in their national brotherhood. Too many men in other fields think that the organizing of a club and securing a charter are the final goals. This accomplished, their interest lags and the organization gradually weakens and finally dies. We don't want this to happen to our Future Farmer organization. In our concept of *work* lies the strength of this club.

Many varieties of programs of work have been submitted by the different chapters. One difficulty seems to be that some chapters try to do too much. A new and practical program of work has been presented by the Stuart Future Farmers. Their program is divided into two separate units, *work* and *play*. It is well worthwhile our time to look into this program to see what we can get from it to help in our own chapters.

Program of Work for Stuart F. F. A.

Major Program:

Increasing the legume acreage of the community:

1. Continue with the alfalfa test plot, the purpose of which was to stress importance of lime, inoculation and adapted varieties started while the club was known as the Stuart Agriculture Club.
2. Double the number of acres tested for lime for the farmers of the community last year (300 acres last year).
3. Assist farmers of the community in securing lime and in getting certified seed.
4. Continue with the Wallace's Farmer Legume contest which was entered by the club last year.
5. To make known thru publicity the results of legume surveys taken in the community.
6. To aid the local instructor with his evening school for farmers by:
   a. Putting on a demonstration at each meeting to stress the subject of the evening.
   b. Aid in getting membership by personal solicitation and thru posters as well as the Hi-Wind (local school paper).

General Program:

1. Put on second annual Grain and Poultry Show for farmers of the community.
2. Conduct an Open House Day when people of the community will have a chance to see what we do in the agriculture and farm shop classes.
3. Co-operate with the Farm Bureau in their programs, especially with demonstration work.
4. Work co-operatively with the instructor and county agents in getting junior high school pupils interested in 4-H club work.
   a. Personal work.
   b. Hold joint meetings at times and invite them to other meetings of the club.
5. Have our own column in local paper.
6. Put out our own weekly leaflet telling what goes on in the vocational agriculture department during that week.
7. Co-operate with the State in their general program of work for the year.
8. Enter the State contests held at Ames annually.
9. Make a three-day trip of not less than 500 or more than 750 miles to visit some of the better herds of livestock in our state. (This is to be taken in spring of year).

Program of Play

Feeling that a club cannot be an entire success without some play we adopt the following as a program of play:

1. Conduct our second annual rabbit hunt and feed. (To be prepared by the home economics girls).
2. Have some good form of amusement for a part of the time at every monthly meeting.
3. Have one basketball game and one wrestling meet with at least one other chapter some time during the year.
4. Attend the annual Future Farmer Summer Camp with as large a representation as possible.

The Stuart program of work illustrates the principle that to work toward one large objective is better than to spread the energies of the club over a great many minor activities. This program also shows a good example of service to the community. The boys have picked out the one thing in which they feel the community needs most help, the increasing of legume acreage. They are concentrating their work toward this large objective. This point would be well applied in any community. There is always one thing in which the boys can do a lot of good for the community. That thing should be made the major objective of the organization for the year. There is always some big service waiting for Future Farmers Chapter.

The "Program of Play" idea merits careful consideration. We have been too careless of recreation in rural communities. It is certain that some time should be spent in play no matter how busy a man is. If we learn to play now and realize that play is important, we'll find time for it when we are farming for ourselves and our farm work will go better because these periods of play add zest to our work. The Stuart Program of Play is excellent, but it would not fit all communities. The program must be adapted to the conditions of the community.

Farm Mechanics

Worth While Projects in Farm Mechanics

SAM HITCHCOCK, Vocational Agriculture Instructor, Buffalo, Wyoming

THE selection of projects for the farm mechanics courses given with vocational agriculture is quite a problem for many of the vocational schools.

At the Johnson County High School located in Buffalo, Wyoming, a great deal of interest has been shown by the students in building construction, and they have had a very good opportunity to get some experience along this line. The first chance came four years ago when a farm mechanics building 24 x 48 feet, of frame construction, was built by the class. The boys made the benches and did the interior finishing.

Two years later it was necessary to provide more room for vocational agriculture. Plans were drawn up by the instructor and work was started by the vocational classes on another building the same size as the first one, to be built adjoining the shop structure. The new building contained an agriculture room, a tool room and a paint room. The tables and furniture were all constructed by the classes. A full basement was put under the new building to be used for the heating plant for the two buildings, and for repair work on cars and machinery.

The course we offer includes woodworking, soldering, leather work including harness repair, use and care of tools, concrete work, machinery repair, painting and general building repair. Ordinarily it is not very difficult to get small jobs such as the building of poultry houses, sheds, and so on, for the farm mechanics classes to do. Woodworking is made the backbone of the courses, as ordinarily it is the only one for which enough equipment is bought to take care of a whole class. The other enterprises are carried on by the students working in groups.

The woodworking enterprise seems to be more interesting than any of the others, probably because the boys realize there is an opportunity for them to build many things that are needed on the farm, to get them much more cheaply than by buying them, and in many cases built much better.

In selecting the projects to be made several different methods are used. At the beginning of the year the boys select articles that are needed by them in carrying on their supervised practice work at home. These include such jobs as hog feeders, poultry feeders, troughs, hog houses and so on. After these have been constructed each boy selects something which his parents wish made, or decides on something for himself. These projects include feeders, furniture, repair of some article at home, and so on. If it comes to the point where the boy has nothing which he desires to make, the instructor selects a project which will give the boy some experience he needs and also something the department will be able to sell when it is completed. Each boy is required to make a working drawing of all projects made in woodworking, as this gives him a very good idea of how the article is put together and what is needed in its construction.

Another method of getting projects for woodworking is that of soliciting orders from the ranchers and farmers. Where the department makes a practice of constructing such articles as these men need, they will supply plenty of work for the students who have completed their own projects. This should not be carried too far but will help out in many cases. One example of this kind of work in our school was the construction of 20 self-feeders for young turkeys, the orders coming from near-by ranchers.

"The March number of *Agricultural Education* is worth the whole year's subscription price to teacher, teacher trainer or supervisor."—(Signed) H. B. Allen, West Virginia University.

A Year of Farm Mechanics

W. A. ROSS
Federal Board for Vocational Education

SEVERAL interesting facts are evident at the close of the first year's work of maintaining a Farm Mechanics Department in Agricultural Education.

Over 50 articles have been obtained for this section of the magazine during the 12 months' period in which 21 of the 48 states were represented. Approximately 60 percent of the articles obtained or contributed have been from teachers in the field, the men "on the firing line," while the others have been from interested co-operators.

With but few exceptions, all contributed articles have been published. In some instances, it was necessary to hold articles for some time before they appeared in the magazine, but an honest attempt has been made to utilize everything contributed.

Pictures and illustrations sent in with "copy" by the writers could not be reproduced in all cases due to the expense which would have been incurred in having "half-tones" made. To meet this problem, it was necessary to depend largely on the loan of half-tone illustrations.

The splendid interest and generous response to calls for farm mechanics material along with the voluntary contributions sent in has been very gratifying.

Interior of Buffalo, Wyoming Shop

Why Should a Farm Boy Study Farm Mechanics?

PAUL RICKER,
Vocational Agriculture Instructor,
Huxley, Iowa

I THINK the biggest reason in sight today why every farm boy should study farm mechanics is because in this age farming is rapidly becoming a machine job.

It looks to me as tho we are going to see power come to the farm, perhaps in a way the average farmer does not even suspect now. There is no reason why as new and efficient machines are developed, we will not have mass production on land as we have in industry.

In 20, 30 or 50 years, I believe our farming may be as different from what it is today as it is now different from that portrayed by "The Man With a Hoe." If it is economic it will come, regardless of whether farmers want it to come or not. It is inevitable. One man with machinery will do what five or ten men now do with present equipment. Not only are we in an age of machine development, but we are also in an age of electrical development.

Most people believe now that we can never do away with the individual farmer on the individual farm, with operations centered about the farm home as a unit. I believe this will be changed under the new order of things. Those of us who were farm reared and who grew up under this environment, may not like to think of such a change. But in my own brief span, I have seen the one row walking cultivator replaced with the riding cultivator, it replaced with the two-row riding cultivator, it replaced with the two-row tractor cultivator, and it in turn replaced by the four-row which does better work than any other machine I ever ran. In the past year, I have seen men reaping grain in the back woods of West Virginia with a cradle, and at the same time hundreds of combines were doing the job all at once in the big wheat fields of Kansas. It seems to me inevitable that in the long run we are going to have a machine age on the farms of this country, and I believe it is useless to shut our eyes to it.

Our farm mechanics courses are not what they should be if we are to fit our students for such a scheme of things. I do not think any living person could get away with assuming such a radical change and actually fitting our farm boys for such a system of farming. It will have to be done gradually, but if we fail to do it, we will be failing to fit our boys for the kind of problems they are bound to meet in a few more years, or certainly before they are ready to retire from business. They ought to be made to see and understand these things now, and then they perhaps will know how to react when the time comes and will not waste their energies combating the inevitable.

About half our present course could well be junked, and in its place put a study of power and its relation to farming. We are making expert livestock judges, expert grain judges, why not turn out a few men who could intelligently judge a piece of machinery? Why not train people to know and appreciate good construction of houses, barns, and other farm buildings, rather than having them spend their time making self feeders and pig troughs? This would mean moving farm mechanics up to the third or fourth year in the vocational program. It would be a course that required real thinking and planning rather than a course such as we have now, teaching little boys to do little things.

This may all be *bunk*, but it represents my own opinion nevertheless. As a matter of fact, the way the average so-called farm mechanics course is now conducted, I sometimes doubt its value very seriously. I do not believe it is worth a unit of credit, compared with our other vocational studies. Compared with all high school subjects, it may be. I think I can see great possibilities in the bigger type of course as mentioned, which might make it the most valuable of any subject in high school.

There can be no question as to the increasing importance of Farm Mechanics instruction in vocational agriculture as time goes on. Mechanical and motorized farming is here to stay. The exchange of experiences of the workers in this field thru the columns of AGRICULTURAL EDUCATION is undoubtedly proving beneficial in the improvement of teacher-training courses, the building up of all-day, day-unit, part-time, and evening courses, and in increasing the efficiency of all Farm Mechanics instruction.

"We Follow Up"

R .W. GRAY,
Director of Agriculture, Napa, California

DURING the past two years the Union High School at Napa, California, has had 12 adult short courses of 10 classes each in poultry feeding, brooding, poultry diseases, poultry management, dairy husbandry, pruning, spraying, marketing of agricultural products, tractor repair and farm implement repair, which have been attended by more than 650 different farmers of the community.

All of these classes have been given by the two agriculture and one farm mechanics instructors of the department. The three of us during this time have made 775 follow-up contacts by telephone, personal calls or by having the farmer come in for the information.

The first year the follow-up work was a matter of going out simply to check up on the short courses to see how the teaching material had gone across; but since that time the demand for personal service has increased until it is necessary to plan our program for next year so as to provide more time for adult work.

We have found that the follow-up work is the best way to check on the effectiveness of our teaching, and to ascertain the most pressing problems which need attention at future courses. It has grown to be so much a part of our work that we do not see how any effective adult work can be done without a follow-up program.

Co-operate in Show

TWO agricultural departments in New Mexico—Farwell and Texico—recently co-operated in staging a poultry and egg show. The boys had complete control of all details. A local newspaper had this to say about the show: "If there was a single omission in the details it was not observed by the hundreds of visitors who filed thru the exhibition hall during the two days of the show."

Practical Farm Mechanics in Idaho

JOHN R. ROBERTSON,
Vocational Agriculture Instructor,
Aberdeen, Idaho

FARM mechanics work to be interesting must be practical, and to be practical from the standpoint of farm boys it must be absolutely tied up with the project and the farm. This has been the aim at the Aberdeen school and the success of the idea is so marked that it is very difficult to state what is the most interesting job. With the exception of building a trophy case this year's woodwork has all arisen from the needs of the projects and the boys' farms. The jobs include hog houses, self-feeders, saw horses, stitching horses, saw clamps, harness hooks, and so on.

Concrete work was taught as a job of building a concrete approach to a building and concrete steps for the same building.

Harness work was not taken up until the field work was over, then it was taken up in reply to a boy's query, how to repair his harness. The result was a general influx of harness in need of repair, and since that time there has been at least one group working on from one to three sets of harness each shop day. The boys are interested because they are working on their own material, and the jobs of making a waxed end, stitching, riveting, cleaning and oiling are not regarded as exercises but are essential parts of that very necessary job of getting their harness repaired.

As the lambing season approached the boys were taught how to make docking pinchers and while they were making these tools they were learning punching, welding and working of hot iron.

The school shop keeps on hand a supply of tool steel, broken rake teeth and steel shafts which are sold to the boys at cost, to make into punches, chisels, pinch bars, staple pullers, and other tempered tools that are needed at home.

Automobile and tractor work might be said to be the most interesting, since it is regarded as a goal to be attained. In this school the juniors and seniors are combined in one class but as far as possible the automobile and tractor work is held over for the senior year, particularly the more difficult overhauling jobs. However, as a rule each group of juniors is allowed to get some practice in this work by grinding the valves of an auto or tractor after they have the experience of a year's work in a farm shop.

In view of the experience here I cannot state too strongly that the boy must see the need for the job before he undertakes it.

Hoe–Whoa–Ho!

MR. W. G. KISER, president of the American Society of Agricultural Engineers, gives some interesting data showing the efficiency of modern farm machinery.

The following figures represent the number of man hours required in the cultivation of an acre of corn with varying power and equipment:

1 man, 1 hoe	300 hours
1 man, 1 horse	100 hours
1 man, 2 horses	40 hours
1 man, 3 horses	25 hours
1 man, 5 horses	9 hours
1 man, motor equipment	3 hours

Getting the Story in Print

(Continued from page 67)

nates and leads, the more *effective* the publicity; the more *true* and *modest* the promotion, the *better* the publicity. More persons will read it, believe it, and act upon it."

In closing let me urge upon each of you the cultivation of the friendship of your local editor, if at all possible. Perhaps I have been fortunate, but I have found editors very likeable fellows, who are willing to give any justifiable assistance to a good cause. They like to take trips with you to the country to visit your boys and evening school members. They like to observe your work at first hand. When you have sold your work to the editor, news articles for your department will be largely a matter of friendly co-operation.

F. F. A. Activities at Middleburg, Pennsylvania

S. M. WOODHEAD,
Teacher of Agriculture

REGULAR attendance and interest in the activities of the Middleburg, Pennsylvania, Chapter, Future Farmers of America, is no longer a matter of concern. A worthwhile yearly program of activities as well as definitely planned meeting programs has made every other Wednesday evening this year a time to be looked forward to by the Chapter members.

At the formation of the Chapter it was realized that the strength and effectiveness of the organization would lie in its program of activities. So at the first meeting of the executive committee the first year's objectives were set up. Of these the following have been carried out to date:

1. Held a summer recreational and educational tour of Maryland, Virginia, West Virginia, Delaware, and southern Pennsylvania.
2. Conducted a Community Fair in November.
3. Sponsored and assumed financial responsibility for a class poultry project.
4. Helped enroll evening class pupils in dairying.
5. Helped enroll pupils for a four-week short course for young farmers.
6. Staged a parents and son banquet.

Other major activities that will involve the interest and efforts of the Chapter during the remaining months of this first year will be:

1. Plant at least 2,000 forest seedlings.
2. Hold a community day for near-by rural schools.
3. Sponsor a class vegetable gardening project.
4. Test milk for local farmers.
5. Spray fruit trees in town to raise funds for club activities.
6. Help enroll and encourage boys and girls in the rural schools in junior project work.
7. Conduct project tour during the summer months.
8. Finance judging teams to be sent to State College for contests.

Early in the fall at a meeting of the executive committee the meeting programs for the remainder of the school year were planned. The different sections of the program were selected as follows with the grouping of these various types of activities arranged to suit the particular meeting:

Meeting Subjects or Themes

1. First Aid (demonstration and explanation.)
2. Proper Courtesy and Etiquette (Mimeographed rules with demonstration and explanation).
3. Famous Men of Agriculture (biographical sketches).
4. Birds of Importance to Agriculture (reports and illustrations).
5. Short History of Agriculture (pageant).
6. Our Native Trees (talk by district forester).
7. Man's Best Friend—the Dog (reading and short essay).

Special Meetings

1. Joint Christmas party with home economics club.
2. Joint meeting with Beavertown Chapter, F. F. A.
3. Welcome to students in the short course.
4. Overnight hike in April or May.
5. Picnic trip with home economics club to near-by forest park.

Recreational Activities

1. Basketball.
2. Target shooting.
3. Treasure hunt.
4. Volley-ball.
5. Quoits.
6. Horseshoes.
7. Checkers.

Practically all business matters are transacted by the executive committee and are not brought before the general chapter meeting to cause a waste of time and a loss of interest. Opportunity for expression and for talking before the group is provided by the regularly planned programs. By the time the current school year is over almost every Middleburg Future Farmer will have appeared on the program in some capacity or other.

Another factor that has helped make the Future Farmer movement a success in Middleburg has been the ample publicity that has been given all the features of the chapter program. Local newspapers have been more than willing to print accounts of all chapter activities. A 75 percent increase in enrollment in our agricultural department this year can to a great extent be attributed directly to our Future Farmer Chapter and to the publicity given its activities.

Other boys in the high school, not eligible to membership because of not being enrolled in any agricultural course, are constantly asking if it would not be possible for them to participate in some of the club activities. Sometimes this is granted, depending upon the nature of the activity and the fairness to the regular members.

Name the F. F. A. March

CAPTAIN STANNARD, director of the Army Band, Washington, D. C., has composed a march for the F. F. A. It is being arranged for piano, orchestra, and band and will be recorded on a phonographic record.

Agricultural Education will give an award of $1 to the Future Farmer first suggesting a name which is adopted for this march. Address your suggestion to Agricultural Education, Columbia, Missouri.

New Farm Management Text

Profitable Farm Management and Marketing for the Corn Growing States. M. H. Overton, L. S. Robertson. Lippincott Co., Chicago. 377 pages, profusely illustrated.

The job analysis method is employed, there is an abundance of data to enforce principles, understandable by high school students, liberally visualized, with the home farm and local community as the laboratory. Choice of subjects, selection of subject matter, method of presentation all tend to make interesting and feasible the study of these most important farm problems. "Whether to Rent or to Own a Farm," "How to Rent a Farm," "Selecting the Most Economical Kinds of Farm Power," "Determining the Amount of Change to Effect in the Business Each Year," are chapter headings under Management in addition to the usual subjects studied which give an idea of the nature of the book. With this text the teacher can dispense with the lecture and spend his time directing the energies of his students in a comprehensive study of a live subject. Management and marketing, two of the most vital phases of the farm business, both difficult to teach, are well set forth by the authors and the text will prove interesting and helpful to both student and teacher.—A. P. Davidson, Kansas.

Hobby Becomes Project

FRANK N. SPANGLER, president of the Freehold, New Jersey, F. F. A. Chapter, started to grow Bantam chickens as his hobby. Here is a report he made recently:

"I started raising chickens about eight years ago with a trio of Black Cochin Bantams. At the beginning, raising bantams was just a hobby with me, but I soon learned that there was a good demand for this type of poultry.

"For the past five years I have continued and enlarged my flock and now I am raising over two hundred each year, and what is more, I am able to dispose of all the stock I raise to good advantage.

"One of the best means I have found for advertising is exhibiting at the various poultry shows. This past year I had entries in four large shows and won in every one. At Madison Square Garden I had three entries and won two firsts and one second. At the Boston Show, all three of my entries won first place. At the New Jersey State Poultry Association Show, out of five entries, I won four firsts and one fourth place. As a result of exhibits, I have sold birds to bantam fanciers in all parts of the country.

"From the profits of my bantam project, I have been able to attend practically all the leading poultry shows in the East. My business today is so large that it takes all my leisure time."

It is planned to put the national F. F. A. public speaking contest on the air over the Columbia chain. The program would reach 20,000,000 people. The contest will be broadcast at 8 p. m., November 17 from the Shrine Temple in Kansas City, Missouri. More details will be available later.